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AUTHOR Carruthers, William L.; Stacey, Dennis
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ABSTRACT

To analyze perceptions of what constitutes a safe school. different perceptions of what constitutes a safe school, an assessment of the first 4 years of North Carolina's Annual Report on School Violence (ARSV) is reported here. The ARSV is a collection of data on specific acts of violence occurring on school property. Data on acts of violence were tabulated annually for 14 incident types: armed robbery; assault on school officials, employees, and volunteers; assault involving use of a weapon; assault resulting in serious injury; homicide; indecent liberties with a minor; kidnapping; possession of a firearm; possession of a weapon; possession of controlled substance; rape; robbery; sexual assault; and sexual offense. Results indicate that content validity for the ARSV appears to be reasonably good insofar as most respondents believe it is important to collect information on these variables. Criterion-related validity for the ARSV is nonexistent at this time. All the respondents were administrators, and it is suggested that gathering the perspectives of teachers, parents, and students would be useful in future studies. Statistical correlations are presented in 13 tables, and definitions for ARSV incidents appear in two appendices. (RJM)

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W. Carruthers

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An Evaluation of the North Carolina Annual Report on School Violence: Scientific Realism in Practice

William L. Carruthers

Wake County Public School System, Raleigh, NC

Dennis Stacey

North Carolina Department of Public Instruction, Raleigh, NC

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INTRODUCTION

Nationwide, educators, parents, students, and members of the community at large are expressing concerns about school safety, and there may be good reason for this concern. In North Carolina (NC), survey data released by the Department of Public Instruction (DPI) indicates approximately 9% of high school students report carrying weapons at school (Department of Public Instruction, 1996a), and 20% of middle school students report carrying weapons at school (Department of Public Instruction, 1996b).

Depending on who is surveyed, there may be very different perceptions of what constitutes a safe school. In one large school district, a recent survey of all high school administrators found that 99% agreed or strongly agreed with the statement, *This school is a safe place to work* (Baenen & Reese, 1996). However, a survey of all high school teachers in the same district found that 77% agreed or strongly agreed with the statement, *This school is a safe place to work* (Baenen & Reese, 1996); a survey of all parents with high school students found that 66% agreed or strongly agreed with the statement, *My child's school is a safe place to learn* (Baenen, Prohm, & Reese, 1996); and, a survey of all high school students found that 55% agreed or strongly agreed with the statement, *My school is a safe place to learn* (Baenen, Manzo, Spano, & Banks, 1997). Figure 1 depicts the different perceptions.

Figure 1. Different Perceptions of Whether Schools Are Safe

While the surveys were administered at different times over two consecutive school years, their administration is close enough in time (Fall 1995 to Fall 1996) and the difference in percentages among groups is large enough (99% to 55%) to suggest that there are real differences among groups in their perceptions of school safety. The different perceptions could be a function of these populations having privy to different

sources of information. School administrators, teachers, parents, and students all have different experiences, as well as sources of information, and their perception of school safety will be differently formed. The question of how to measure school safety will be complicated because of these different experiences and perceptual bases.

In NC, the Annual Report on School Violence (ARSV), a collection of data on specific acts of violence occurring on school property, is one attempt to measure school safety. North Carolina legislation G.S. 115C-12 (21) requires that the state board of education adopt standard definitions for acts of school violence, local boards of education report such acts to the State Board in a standard format adopted by the State Board, and the State Board compile an annual report on these acts.

The ARSV is not inclusive of all violent or criminal acts. For example, incidents such as vandalism and student fights that do not involve serious injury are not included. The report includes only those incidents that principals are required to report to law enforcement as mandated by NC legislation Section 1. G. S. 115C-288, and those required by the North Carolina State Board of Education.

The 1993-94 school year was the first year that the ARSV was compiled in NC. In this first year, the NC Department of Public Instruction (DPI) indicated that the first-year data should be used as a source of baseline data and as a major means for determining the success of intervention/prevention strategies. The NC DPI indicated that the ARSV should not be used for comparison(s) between or among school systems, noting that:

> *"...a high number of reported incidents/acts may be indicative of a school system that has implemented security measures, whereas a school system with a low number of reported incidents/acts may not have implemented such measures and is therefore less likely to detect some incidents"* (Instructional Services, 1993-94).

There are 14 types of incidents that local education agencies (LEA) are required to report on the ARSV, as noted in Table 1. Definitions for these fourteen incident-types and the form that was used by LEAs to report data on these incidents in the 1993-94 year are provided in Appendix A. Over the four years the ARSV has been collected, there have been changes in the definitions and report form, and the latest definitions and form for the 1997-98 year are provided in Appendix B. The main change in definitions over four years is that the latest defintions provide much more detail about the incident-types than earlier versions, and the latest form requires more detailed information than earlier forms.

Table 1. Types of Incidents LEAs Report to the NC DPI

Armed robbery (AR)
Assault (not resulting in serious injury) on school officials, employees and volunteers (AE)
Assault involving the use of a weapon (AW)
Assault resulting in serious injury (AI)
Homicide (HO)
Indecent liberties with a minor (IL)
Kidnapping (KD)
Possession of a firearm in violation of the law (PF)
Possession of a weapon in violation of the law (PW)
Possession of controlled substance in violation of the law (PS)
Rape (RA)
Robbery (RO)
Sexual assault (SA)
Sexual offense (SO)

METHOD

Data for all 14 reportable incident-types were analyzed for the first four years of the ARSV: 1993-94, 1994-95, 1995-96, and 1996-97. Data for the 1997-98 year is not available until the end of the school year. These data were provided by the NC DPI. Data on other educational variables were collected from the *Statistical Profile* and *Report Card* reports that are produced every year by the NC DPI. Variables from the *Statistical Profile* and *Report Card* reports that were included in these analyses were last day membership by LEA, dropout rates by LEA, average scores on the Scholastic Aptitude Test (SAT) by LEA, and local contributions to per-pupil expenditures by LEA.

Data on youth crime and violence incidents for NC counties were also collected from the NC State Bureau of Invesigation (SBI) for four calendar years: 1993, 1994, 1995, and 1996. The SBI participates in the National Uniform Crime Reporting (UCR) Program, and information collected in the NC UCR Program is generally the same as that gathered by the National system. Over 400 law enforcement agencies in NC submit monthly reports on criminal offenses. The UCR data used in this paper pertain to arrests of juveniles under age 18. Descriptions and abbreviations for the 28 SBI reportable incident-types are indicated in Table 2.

Table 2. Types of Incidents Law Enforcement Agencies Report to the NC SBI

Aggravated assault (Aggr)
All other offenses (Oth)
All other sex offenses (Sex)
Arson (Arso)
Burglary (Burg)
Curfew and loitering laws (Curf)
Disorderly conduct (Diso)
Driving while impaired (DWI)
Drug laws (Drug)
Embezzlement (Embe)
Forcible rape (Rape)
Forgery and counterfeiting (Forg)
Fraud (Frau)
Gambling (Gamb)
Larceny (Larc)
Liquor laws (Liqu)
Manslaughter by negligence (Mans)
Motor vehicle theft (MVT)
Murder and nonnegligent manslaughter (Murd)
Offenses against the family or children (Fami)
Other (simple) assaults (Assa)
Prostitution and commercialized vice (Pros)
Robbery (Robb)
Runaways (Runa)
Stolen property (Stol)
Vagrancy(Vagr)
Vandalism (Vand)
Weapons (Weap)

Data were also collected for NC counties from the NC Child Advocacy Institute. The Institute is an agency which tracks statistical indicators about the demographics and the physical, social, intellectual and economic well-being of children in NC. The Institute publishes information on 14-17 basic indicators about NC children. Variables collected from the Institute for analyses in this paper were median family income, infant mortality rates, and child abuse/neglect rates for NC counties. Data on these three variables were collected from the two most recent Institute reports. Table 3 lists the source for all variables entered into analyses.

Table 3. Source and Variables Used in Data Analyses

Source	Variable	Description	Years	Variable Name(s)
NC DPI Safe Schools Division	ARSV incidents	Totals for 14 incidents reported to NCDPI on the ARSV by LEA	1993-94, 1994-95, 1995-96, 1996-97 school years	DPITot94 DPITot95 DPITot96 DPITot97
NC DPI Statistical Profiles	Last day membership	Average daily membership reported for the last day of the school year by LEA	1992-93, 1993-94, 1994-95, 1995-96, 1996-97 school years	LDM93 LDM94 LDM95 LDM96 LDM97
	Per-pupil expenditures (PPE)	Local contributions to PPE (less child nutrition) by LEA	1993-94, 1994-95, 1995-96, 1996-97 school years	PPE94 PPE95 PPE96 PPE97
NC DPI Report Card	Dropout rate	Dropout rate (unduplicated count) for grades 7-12 by LEA	1993-94, 1994-95, 1995-96, 1996-97 school years	Drop94 Drop95 Drop96 Drop97
	Scholastic Aptitude Test (SAT)	Average SAT score by LEA	1993-94, 1994-95, 1995-96, 1996-97 school years	SAT94 SAT95 SAT96 SAT97
NC SBI	SBI crime and violence incidents	Totals for 28 incidents reported to the SBI by county	1993, 1994, 1995, 1996 calendar years	SBITot93 SBITot94 SBITot95 SBITot96
NC Child Advocacy Institute	Family income	Median family income reported by county	Circa 1994 and 1996 years	MedInc1 MedInc2
	Infant mortality rate	Reported by county per 1,000	Circa 1994 and 1996 years	InfMor1 InfMor2
	Child abuse/neglect rate	Reported by county per 1,000	Circa 1994 and 1996 years	Abuse1 Abuse2

There were two situations in which LEAs and/or counties were deleted from some of the data analyses. For LEAs, in counties where there were two or more separate LEAs (i.e., city and county districts) during any of the four school years under study, the DPI data collected on the ARSV were deleted from some analyses. Variables being collected for LEAs in counties with two or more systems were difficult to combine so that values could be analyzed with other county-level data. Moreover, in some of these situations, county and city systems merged during these years, and it would be reasonable to expect that data collection/reporting procedures in the merged system might be different from those in any of the individual systems. These deletions left 84 LEAs for use in some of the analyses. For counties with incomplete NC SBI data, the data were coded as missing for the incomplete years. This resulted in three counties being entirely eliminated (data was incomplete for all four years), and another seven counties with data coded as missing for one, two, or three years.

All data were analyzed using SAS programming and statistical procedures. The use of two procedures--factor analysis and regression analysis--require some explantion.

- Factor Analysis: Factor analysis was conducted with the DPI ARSV data to evaluate whether the incident-types represented a single- or multi-dimensioned construct. Factor analyses were run on the nine most frequently occurring incident types using SAS Proc Factor procedures and the following options: Priors=SMC and Mineigen=1. Setting the Priors option to SMC (squared multiple correlation) is a recognition that some of the variables in the factor analysis may be more important than others, have stronger relationships with variables in the analysis than others, or be measured with less error than others. Setting the Mineigen option equal to 1 ensures that the factor analysis returns only the number of factors which each explain more of the variance in the data than does any single variable.
- Regression Analysis: Multiple regression analyses were conducted to evaluate whether the DPI ARSV data correlated with any particular set of possible predictor variables. Multiple regression was conducted using SAS Proc Reg. A regression model was defined with DPI incidence rate by LEA in the role of criterion variable and all other variables (e.g., SBI incidence rates, SAT averages, dropout rates, infant mortality rates, etc.) in the role of possible predictor variables. SAS Rsquare procedures were first used to identify a collection of 3-5 unique variables that were most powerful as predictors, after which the reduced collection of 3-5 variables were analyzed with SAS Stepwise procedures to derive the final model. This analyses was done for each of the four incidence rates in the four DPI years the ARSV has been collected.

RESULTS

Descriptive Data

Totals for the entire state for the 14 incident types on the ARSV were tabulated for each year by incident type. These totals are reported in Table 4. There are a couple of minor discrepancies between the totals reported in this paper, and the totals reported in the four *Annual Reports on School Violence* from the DPI. These discrepancies could not be resolved by the time of this report, and were probably a function of corrections or edits made to data files. In one instance, there was a discrepancy between two totals within an ARSV report itself. Totals for the entire state for the 28 incident types on the SBI report were also tabulated, and are reported in Table 5.

Table 4. State Totals for ARSV Events by Incident Type and Year

Abbrv.	Incident Type	1993/94	1994/95	1995/96	1996/97
AE	Assault on Employee	873	1271	1443	1375
AI	Assault with serious injury	535	569	313	371
AW	Assault with weapon	214	241	161	194
HO	Homicide	0	0	0	0
KD	Kidnapping	2	1	4	0
PF	Possession of Firearm	448	305	206	163
PS	Possession of controlled substances	1587	2221	2753	2719*
PW	Possession of weapon	2302	2660	2751	2690
RA	Rape	4	2	2	4
RO	Robbery	218	325	195	223
AR	Armed robbery	4	6	4	15*
SA	Sexual assault	334	319	190	245
SO	Sexual offense	141	168	146	127
IL	Indecent liberties with minor	20	12	5	13
	TOTALS	**6682****	**8100**	**8173**	**8139****

Notes: * NCDPI ARSV report indicates 2720 PS events and 16 AR events in 1996/97.
** NCDPI ARSV report indicates a total of 6683 in 1993/94 events and 8142 in 1996/97.

Table 5. Totals for SBI Events by Incident Type and Year

Abbrv.	Description	1993	1994	1995	1996
Mans	Manslaughter	9	10	5	4
Gamb	Gambling	15	22	21	20
Pros	Prostitution	20	10	6	12
Vagr	Vagrancy	26	31	34	18
Curf	Curfews - Loitering	75	82	94	109
Fami	Against Family	90	106	95	87
Murd	Murder	94	83	89	71
Rape	Forcible Rape	95	94	80	92
Embe	Embezzlement	103	142	183	237
Arso	Arson	198	231	152	203
Forg	Forgery & Counterfeiting	212	204	166	260
Sex	Sex Offenses	254	249	308	316
Frau	Fraud	513	745	907	973
Robb	Robbery	679	791	900	975
MVT	Motor Vehicle Theft	759	787	817	859
DWI	DWI	931	1,001	897	998
Stol	Stolen Property	1,154	1,353	1,376	1,399
Runa	Runaways	1,363	1,886	2,024	1,788
Weap	Weapons	1,417	1,679	1,597	1,491
Liqu	Liquor Laws	1,432	1,471	1,413	1,440
Aggr	Aggravated Assault	2,266	2,261	2,142	2,272
Diso	Disorderly Conduct	2,343	2,923	3,170	3,075
Drug	Drug Laws	2,375	3,113	4,077	4,387
Vand	Vandalism	2,534	2,761	2,627	2,919
Burg	Burglary	3,713	3,867	3,990	3,922
Assa	Simple Assault	4,829	5,783	6,585	7,179
Larc	Larceny	8,200	8,967	9,658	10,305
Oth	All Other Offenses	9,064	9,395	10,451	10,771
	TOTALS	**44,763**	**50,047**	**53,864**	**56,182**

Correlations between years for the totals of the 14 DPI incident-types were calculated for all four years, as were correlations for the totals of the 28 SBI incident-types. These correlations, reported in Table 6, are all very high and show that the proportion of each incident-type relative to other incident-types does not significantly change from year to year for either the DPI or SBI data.

Table 6. Correlations Between Years for Totals of Each Incident-Type by DPI and SBI Source

Correlations Between Years for Totals of Each Incident-Type by DPI Source (n=14)	1993/94	1994/95	1995/96	1996/97
1993/94		0.989	0.963	0.963
1994/95			0.990	0.991
1995/96				0.999
Correlations Between Years for Totals of Each Incident-Type by SBI Source (n=28)	**1993**	**1994**	**1995**	**1996**
1993		0.997	0.991	0.989
1994			0.998	0.996
1995				0.999

When the DPI and SBI data are organized by reporting source, the same pattern holds true. For the DPI data, correlations between the four years for totals of all incident-types by reporting local education agency (LEA) show that the proportion of all incidents any LEA contributes to the state total for the state does not significantly change relative to other LEAs. For the SBI data, correlations show that the proportion of all incidents any county contributes to the total for the state does not significantly change relative to other counties. These correlations are reported in Table 7.

Table 7. Correlations Between Years for Totals of All Incident-Types by LEA and County Source

Correlations Between Years for Totals of All Incident-Types by LEA Source (n=84)	1993/94	1994/95	1995/96	1996/97
1993/94		0.907	0.887	0.892
1994/95			0.925	0.891
1995/96				0.961
Correlations Between Years for Totals of All Incident-Type by County Source (n=91-95)	**1993**	**1994**	**1995**	**1996**
1993		0.992	0.986	0.982
1994			0.995	0.989
1995				0.990

Validity

Content Validity.

Thorndike and Hagen (1977) explain that the analysis of content validity for a measurement instrument is essentially a rational or logical judgement process, indicating that appraisal of content validity requires *"...a careful and detailed examination of the actual test tasks"* (p. 60). With respect to the ARSV, it may be argued that the 14 incident-types are analogous to test tasks, and the question that must be addressed is whether these incident-types are logically viewed as indices of school safety.

A survey (Appendix C) was faxed to a selection of school administrators to gain their perspectives on the ARSV measurement tool. These administrators were a sample of convenience from across the state and not a random sample; they were selected because they were known to be active in safe school endeavors, likely to have organized perspectives on safe school issues, and receptive to being surveyed. In turn, these administrators were encouraged to pass the survey to other administrators among their acquaintances. At the time this report was prepared, a total of 16 surveys were returned to the second author at the DPI. The surveys were confidential; however, it was possible to discern that most respondents represented middle and high school grade levels. On one survey from a Kindergarten-thru-2nd grade elementary school, the responses were very different from responses on the middle and high school surveys, and this elementary school survey was not analyzed with the others. Table 8 shows that there was universal agreement among the 15 respondents analyzed that the nine most frequently occurring incident types are important or very important *"...to the reports of or perceived safety"* of schools. While, the nine incident-types appear to have a logical relationship to school safety, the one survey from the K-2 school found the nine incident-types to be

unimportant or very unimportant, suggesting the ARSV incident-types may be more logically sound for middle and high schools than for elementary schools.

Table 8. Administrator Responses to Items on ARSV Survey

"Please rate the following 9 most frequently occurring incidents on school property as to how important each is to the reports of or perceived safety of your school(s)"				
ARSV Variable	N	Very Important (VI)	Important (I)	Percentage VI + I
AE	15	15	0	100%
AI	15	15	0	100%
AW	15	15	0	100%
PF	15	13	2	100%
PS	15	12	3	100%
PW	15	10	5	100%
RO	15	12	3	100%
SA	15	15	0	100%
SO	15	14	1	100%

Construct Validity

Regarding construct validity, Thorndike and Hagen indicate the question to ask is whether the test instrument measures some meaningful trait or construct. The authors explain that the term construct is *"...literally constructed by the investigator to summarize or account for the regularities or relationships that he observes in behavior"* (p. 70). They note that a construct can be tested against criterion indices to see if it permits predictions of the following type: a) predictions about correlations; b) predictions about group differences; and c) predictions about response to experimental treatment or interventions.

Factor analysis was conducted to evaluate whether the collection of nine most frequently occurring incident-types on the ARSV instrument might be single-dimensioned or multi-dimensioned. If the collection is representative of a single-dimensioned construct, a factor analysis of the ARSV variables would be expected to return one principal factor. If the collection is representative of a multi-dimensional construct, a factor analysis would be expected to return two or more factors. When the nine variables were factor analyzed for each year, all four analyses did in fact return one principal factor which, in each case, was the only factor with eigenvalue greater than one.

Figure 2 depicts the scree plot for the eigenvalues on the first five factors of each year. The scree plots are very similar, each with one pronounced factor.

Figure 2. Four Separate Factor Analyses and Associated Scree Plots

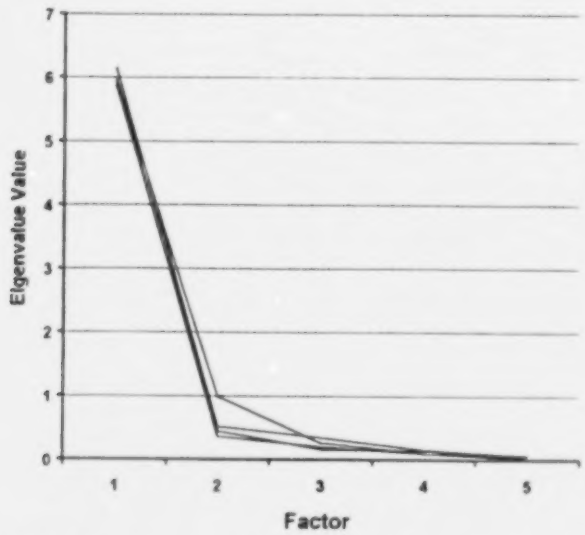


Table 9 indicates that the factor loadings on the single factor were quite high for most variables in all four years. The variables that most often had the smallest factor loadings across the four years were Robbery and Sexual Offense. Among the nine incident-type variables analyzed, Robbery and Sexual Offense were two of the three incident-types with fewest totals for the state in each of the four years.

Table 9. Four Separate Factor Analyses and Associated Computations

	1993-94		1994-95		1995-96		1996-97	
1st eigenvalue	5.96		5.97		6.16		5.89	
2nd eigenvalue	0.36		0.99		0.52		0.44	
Factor Variables* / ARSV Variables	Factor Ldng	Final Cmnlty	Factor Ldng	Final Cmnlty	Factor Ldng	Final Cmnlty	Factor Ldng	Final Cmnlty
AE	.94	.88	.86	.89	.95	.89	.97	.95
AI	.90	.80	.85	.75	.82	.67	.91	.82
AW	.72	.51	.88	.82	.90	.82	.86	.75
PF	.88	.77	.84	.72	.77	.60	.85	.73
PS	.87	.77	.88	.81	.93	.86	.91	.83
PW	.94	.88	.93	.88	.96	.93	.96	.93
RO	.52	.27	.64	.72	.84	.70	.44	.19
SA	.78	.62	.69	.59	.70	.50	.80	.65
SO	.69	.47	.70	.77	.45	.20	.20	.04

Notes: * Abbreviations: Factor Ldng - factor loading, the simple correlation with the factor; Final Cmnlty - final communality - the percent of variance in the variable that is accounted for by the retained factor(s).

Results of the factor analyses suggest the nine most frequently occurring incident-types ARSV may be viewed as a single-dimensioned construct, and predictions about correlations, group differences, and/or response to experimental treatment or interventions can be based upon this single construct. Regarding predictions about correlations, Thorndike and Hagen (1977) suggest the construct in question should be related to other measures that might have a logical relationship. In this instance, it is not unreasonable to expect that the incidence of school violence in a particular LEA might be related to the incidence of juvenile violence in the county where that LEA is located.

Incidence rates on the ARSV were derived by dividing each LEA's total number of all acts committed by the last day membership in that LEA for the school year and multiplying by 1,000. The resultant is a number that describes the total occurrences of all acts committed per 1,000 students. This calculation was made for each year in each LEA. An incidence rate was also calculated for the SBI data for each year in each county by the same procedures. Because population data was not available by county for the different years, the last day membership figure used with the DPI data was also used in the denominator of the SBI calculation. While DPI data is collected for school years, SBI data is collected for calendar years, and the last day membership figure used for SBI data was at mid-year of the calendar year. For instance, with SBI data for the 1993 calendar year, the last day membership figure was from the 1992-93 year, circa June 1993. Table 10 depicts the correlations between incidence rates for the DPI and SBI data.

Table **. Correlations Between DPI and SBI Incidence Rates for Four Years

	DPIRate 1993/94	DPIRate 1994/95	DPIRate 1995/96	DPIRate 1996/97
SBIRate 1993	0.259*	0.285*	0.204	0.125
N	76	76	76	76
SBIRate 1994	0.224*	0.327**	0.226*	0.116
N	79	79	79	79
SBIRate 1995	0.225*	0.358**	0.281*	0.143
N	80	80	80	80
SBIRate 1996	0.168	0.310**	0.196	0.101
N	79	79	79	79

Note: * Significant at < .05
** Significant at < .01

Of the 16 possible correlation pairings, nine were significant at less than the .05 level. The significant correlations are not large, and 7 of the 9 were between the SBI data and the first two years of the DPI data.

Criterion-Related Validity

Thorndike and Hagen (1977) explain that criterion-related validity is judged by evaluating the degree to which the test measure correlates with some chosen criterion measure(s). They indicate that the qualities desired in a criterion measure, in order of importance, are relevance, freedom from bias, reliability, and availability.

In the first report issued by the DPI for the ARSV, it is stated that the ARSV could be used as a means for determining the success of intervention/prevention efforts. Presumably, this would mean that there should be a correlation between data on the ARSV and intervention/prevention activities. For instance, it might be found that the presence or absence of a particular intervention program contributes to a decrease or increase in incidence rates. Or, the amount of money devoted to intervention/prevention programs might correlate with ARSV incidence rates. While examples such as these criterion variables may be relevant to the ARSV, the data for these variables is not available or not reliably collected. For the purposes of this paper, a set of school-related and county-related variables for which data were available were used to test criterion-related validity for the DPI data. Whether the selected variables meet the first quality of relevance is uncertain; however, they did meet the other qualities of being generally free from bias, generally reliable, and available. Table 11 indicates the results of these correlation analyses.

Table 11. Results of Correlation Analyses Testing Criterion-Referenced Validity for the ARSV

		DPI Incidence Rate			
Correlations Between Years for DPI Incidence Rates	**N**	**1993/94**	**1994/95**	**1995/96**	**1996/97**
Last Day Membership by LEA					
1993/94	81	0.082	0.150	0.262	0.158
1994/95	81	0.080	0.143	0.259	0.154
1995/96	81	0.076	0.141	0.256	0.152
1996/97	81	0.073	0.138	0.254	0.150
Local Per-Pupil Expenditures by LEA					
1993/94	81	-0.071	0.072	-0.052	0.012
1994/95	81	-0.094	0.026	-0.081	-0.014
1995/96	81	-0.131	-0.029	-0.154	-0.074
1996/97	81	-0.151	-0.041	-0.149	-0.062
SAT Averages by LEA					
1993/94	81	.102	-.051	-.101	-.125
1994/95	81	.052	-.130	-.200	-.129
1995/96	81	.160	.001	-.202	-.198
1996/97	81	.106	.041	-.107	-.166
Dropout Rates by LEA					
1993/94	81	.134	.114	.133	.065
1994/95	81	.161	.061	.166	.094
1995/96	81	.212	.088	.091	.110
1996/97	81	.129	.159	.219	.230
Child Abuse/Neglect Rate by County					
Circa 1994	81	0.132	0.071	0.027	0.164
Circa 1996	81	0.108	-0.034	-0.005	0.242*
Infant Mortality Rate by County					
Circa 1994	81	0.163	0.040	0.047	0.117
Circa 1996	81	0.196	0.050	0.303	0.190
Median Family Income by County					
Circa 1994	81	0.100	0.104	0.083	0.173
Circa 1996	69	0.093	0.169	0.179	0.124

Note: * Significant at < .05.

These results indicate there is essentially no relationship between DPI incidence rates for the collection of 14 ARSV incident-types and the size of the student population in an LEA, the local per-pupil funding in an LEA, the SAT average or dropout rate in an LEA, or the child abuse/neglect rate, infant mortality rate, and median family income in a county.

Although the ARSV did not relate to any single variable investigated, there might be a relationship to some combination of the variables. In order to investigate this possibility, the collection of county and LEA variables were entered into a series of regression analyses to determine if any set of variables had power to predict the incidence rate in a given year. Table 12 summarizes results of the SAS Rsquare and Stepwise regression analyses with DPI incidence rates as the criterion variable. The models described in Table 10 were generally the best available.

Table 12. Multiple Regression Analyses with DPI Incidence Rates as Criterion

Criterion Variable	Degrees of Freedom	Order of regressor variables	R^2	F Probability
DPIRate94	4-Regression 74-Error 78-Total	InfMor2 SAT96 SBIRate96 Drop96	$R^2 = 0.2095$	F = 4.90 P < .01
DPIRAte95	1-Regression 66-Error 67-Total	SBIRate95	$R^2 = 0.1230$	F = 9.26 P < .01
DPIRate96	2-Regression 65-Error 67-Total	InfMor2 SBIRate95	$R^2 = 0.1654$	F = 6.44 P < .01
DPIRate97	3-Regression 72-Error 75-Total	InfMor2 Abuse2 MedInc1	$R^2 = 0.1501$	F = 4.24 P < .01

Reliability

Content Reliability

For the nine incidents listed on the survey, respondents indicated the three incidents that were most misunderstood. The three incidents most frequently noted were sexual offense (9 respondents), possession of a weapon (7), and sexual assault (6). No other incident was named by more than three respondents. The respondents' comments suggest internal, rater reliability for the ARSV incident-types is likely weak. In their comments, respondents noted:

Comments pertaining to specific offenses

Sexual Offense

- *There are differences in the public's perception of the definition of sexual offense from anything including a hug or unwanted touch to nothing less than intercourse.*
- *What is really a case of two or more students simply playing around gets blown out of proportions due to off-campus situations.*
- *There are many gray areas such as touching by small children*
- *Administrators don't understand the age difference criteria or exceptional children stipulation*
- *The definitions of these two sexual incidents* (SO and SA) *are confused with each other sometimes*

- *Sexual offenses needs to be further defined for schools*

Sexual Assault

- *Discrepancy exists between legal definition and DPI...touching of the breasts is the stumbling point*

Possession of a weapon

- *What about a pocket knife on a primary student?*
- *Is a pocket knife a weapon?*
- *If a Kindergarten student brings his Swiss Army knife Christmas present to school, is this a reportable offense?*

Comments pertaining to improvements in reporting processes

- *Some schools are reluctant to report all incidents because it may make them look bad to the public. We record all discipline (even conferences) through SIMS and this captures everything that happens at this school*
- *If a consequence is required by law for a specific incident, note that response is required on the report*
- *Develop a computer program that could be used in SIMS, which will allow you to track individual consequences given*
- *Use SIMS as the reporting vehicle...for sending to or downloading in Raleigh*
- *Use reporting system or generic codes that are consistent statewide--SIMS or other codes given at the beginning of the year and followed throughout the year. Begin the year with all stakeholders having been trained and given a copy of the report to maintain data during the year.*
- *The tracking of consequences is, by its nature, the most difficult piece of the ARSV report. Because of due process requirements and time lapses between incident and consequences necessitating going back and correcting or re-entering information.*
- *Clear written guidelines would be helpful*
- *We have developed a coding system that is used system wide to track incidents. We certainly try to be consistent*
- *The current system works well from my perception*
- *Try to make incidents/consequences reported uniform*
- *There are sufficient checks and balances n the reporting system to double check reportable incidents*
- *Clear to me*
- *Dependent upon the school. When the principal wants this data kept accurately, it is captured. Some principals, especially elementary principals, are hesitant to put into SIMS the necessary data.*

The reliability of the ARSV can also be investigated by deriving the year-to-year correlations for incidence rates by LEA, and comparing these results to other year-to-year

'standards' for variables such as those entered into the regression analyses. Table 13 reports these results.

Table 13. Correlations Between Years for Selected Variables by LEA and County Sources

Correlations Between Years for DPI Incidence Rates by LEA	N	DPIRate 1993/94	DPIRate 1994/95	DPIRate 1995/96	DPIRate 1996/97
1993/94	84		.184	.161	.155
1994/95	84			.433***	.418***
1995/96	84				.449***
Correlations Between Years for SBI Incidence Rates by County		SBIRate 1993	SBIRate 1994	SBIRate 1995	SBIRate 1996
1993	89-91		.942***	.915***	.901***
1994	79			.946***	.915***
1995	80				.945***
Correlations Between Years for SAT Averages by LEA		SAT Avg 1003/94	SAT Avg 1994/95	SAT Avg 1995/96	SAT Avg 1996/97
1993/94	84		0.797***	0.817***	0.781***
1994/95	84			0.800***	0.782***
1995/96	84				0.864***
Correlations Between Years for Dropout Rates by LEA		Dropout 1993/94	Dropout 1994/95	Dropout 1995/96	Dropout 1996/97
1993/94	84		0.679***	0.552***	0.638***
1994/95	84			0.700***	0.629***
1995/96	84				0.609***
Correlations Between Years for Selected Variables by County		MedInc1 circa 1994	Abuse1 Circa 1994	InfMor Circa 1996	
MedInc2 circa 1996	81	0.807***			
Abuse2 circa 1996	97		0.654***		
InfMor2 circa 1996	97			0.536***	

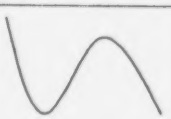
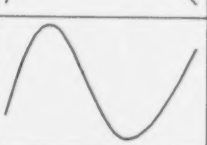
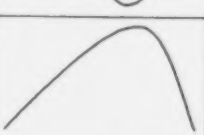
Note: *** Significant at < .001 level.

Among the six variables compared to the correlations between the DPI incidence rates, the SBI incidence rates have the strongest year-to-year correlations. The large N for all events of SBI incidents certainly contributes to the stability of SBI year-to-year correlations, and the 'normative' standard for year-to-year correlations might better be that which the other five variables indicate--generally, in the 0.6 to 0.8 range. By this

standard, the DPI data appears unreliable, although the 1995-96 to 1996-97 correlation is the strongest and reliability may be improving.

An investigation of the patterns which changes in DPI and SBI incidence rates exhibit over time reveals that 31 of 84 (36.9%) LEA patterns for the DPI data are mixed and have no stability. One year an incidence rate may decrease relative to the previous year, only to increase the next year, and then decrease again in the fourth year. For the SBI data, 23 of 89 (25.8%) counties exhibited mixed patterns. Figure 3 depicts these patterns.

Figure 3. Frequencies for Incidence Rate Change Patterns Over Four Years for DPI and SBI Data

Pattern No.	DPI	Pattern	SBI	Description
1	N = 3 (3.6%)		N = 2 (2.2%)	Incidence rates decline with each passing year
2	N = 13 (15.5%)		N = 4 (4.5%)	Incidence rates decline except for last year
3	N = 9 (10.7%)		N = 4 (4.5%)	Incidence rate changes mixed
4	N = 10 (11.9%)		N = 12 (13.5%)	Incidence rates increase last two years
5	N = 13 (15.5%)		N = 9 (10.1%)	Incidence rates decline last two years
6	N = 22 (26.2%)		N = 19 (21.3%)	Incidence rate changes mixed
7	N = 8 (9.5%)		N = 22 (24.7%)	Incidence rates increase every year except last
8	N = 6 (7.1%)		N = 17 (19.1%)	Incidence rates increase every year

CONCLUSIONS

Content validity for the ARSV appears to be reasonably good insofar as most respondents believe it is important to collect information on these variables. Respondents hold this perception for the nine most frequently occurring incident types, and it is probable that they would hold similar perceptions toward the infrequent incidents given that these are quite serious crimes. Noting that all respondents were administrators, it would be interesting to gather the perspectives of others such as teachers, parents, and students. These populations may identify different variables such as fights, bullying, or sexual harrassment as important to the measurement of safe schools.

Construct validity for the 9 ARSV variables studied in this report appears good should it be that safe schools is a single-dimensioned construct, but there is some evidence that the nine variables might be multi-dimensional. The survey data discussed in the Introduction section, suggest different populations have different perspectives on school safety.

Criterion-related validity for the ARSV appears to be nonexistent at this time. While the regression analyses employed only a limited number of essentially unlimited variables, it is unlikely that the ARSV would perform well as a criterion or predictor variable in its current form.

Some of the limitation on criterion-related validity is certainly a function of exceptionally poor reliability. Correlations between years for the DPI incidence rates were the lowest among other variables tested for year-to-year correlations. Year-to-year correlations were strongest for the SBI incidence rates followed, in order of magnitude, by the SAT averages and dropout rates.

<u>Suggestions for improvements</u>

- Computerize data collection methodology (e.g., SIMS, Access database)
-
-

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APPENDIX A

Definitions for ARSV Incidents and Report Form Employed in the 1993-94 School Year

PART I

Report information about specified acts committed against individuals on school property. The new law defines "school property" as any public school building, bus, public school campus, grounds, recreational area, or athletic field under the charge of the principal. The reporting requirement includes acts by non-students, as well as students, if the act occurred on school property.

In completing the Annual Report on School Violence, enter the total number of incidents of each crime in the "number" column. Enter the number of incidents, by incident site (location), by status of the offenders and victims, and by consequences suffered through school action and arrests. All columns of the report must be totaled at the end.

DEFINITIONS OF INCIDENTS

Definitions

The incidents required to be reported are defined as follows:

1. **Assault resulting in serious injury** - An attack by one person upon another whereby the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injuries, severe laceration, loss of consciousness, or the victim requires hospitalization as a result of the attack.

2. **Assault involving the use of a weapon** - An attack, or threatened attack, by one person against another wherein the attacker uses a weapon or displays it in a threatening manner. **Definition of Weapon:** Any gun, rifle, pistol or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine, or powerful explosive; also any BB gun, air rifle, air pistol, knife, club, dagger, blackjack, metallic knuckles, razor, razor blade, and any sharp pointed or sharp edged instrument.

3. **Possession of a firearm or another weapon in violation of the law** - The following constitute possession of firearms or weapons in violation of the law: Possession of a firearm or weapon on school property; possession of a handgun by a person under age 18; carrying a concealed weapon; possession of a firearm by a convicted felon. The following are possessions of firearms or weapons which are not in violation of the law: Possession on school property of a weapon used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority; and possession by law enforcement officers, armed forces personnel, National Guard personnel, and any private police employed by an educational institution when acting in the discharge of their official duties.

4. **Sexual assault** - Any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another. The sex organs are the breasts of the female and the genital areas of the male and the female. Sexual assault also includes attempted rape and attempted sexual offense.

5. **Sexual offense** - Oral-genital contact or oral-anal contact, or penile-anal penetration, by force and against the will of the victim. Sexual offense is also insertion of any object, including a finger, into the genital or anal opening of another person's body, by force and against the will of the victim. If these acts are committed on a child under age thirteen (13) by a person who is at least twelve (12) years old and at least four (4) years older than the child, it is a sexual offense regardless of whether force was used or the victim consented. If these acts are committed on a person who is mentally defective, mentally incapacitated or physically helpless, it is a sexual offense regardless of whether force was used or the victim consented.

6. **Rape** - Vaginal intercourse by force and against the will of the victim. Rape is also vaginal intercourse with a child under age thirteen (13) by a person who is at least twelve (12) years of age and at least four (4) years older than the victim, regardless of whether force was used or the victim consented. Rape is also vaginal intercourse with a victim who is mentally defective, mentally incapacitated or physically helpless, regardless of whether force was used or the victim consented.

7. **Kidnapping** - Confining, restraining or removing another person from one place to another, without the consent of the victim, or the consent of the victim's parent, for the purpose of committing a felony, or for the purpose of holding the victim as a hostage or using the victim as a shield for the purpose of facilitating the commission of a felony, or for the purpose of holding the victim as a hostage or for use as a shield.

8. **Taking indecent liberties with a minor** - Committing a sexual act with, or in the presence of, a child under the age of sixteen (16) years, by a person who is at least age sixteen (16) and at least five (5) years older than the child, regardless of whether force was used or the victim consented.

9. **Possession of a controlled substance in violation of the law** - Possession of narcotic drugs on, or in the immediate control of, the person. Narcotic drugs include any form of cocaine, marijuana, heroin, LSD, methamphetamine, and all drugs listed in the North Carolina Controlled Substances Act. The principal should confer with law enforcement or DARE officer when in doubt as to whether a drug is a controlled substance.

The following definitions apply to acts the State Board requires principals to report to law enforcement:

1. **Assault on school officials, employees and volunteers** - An attack on school administrators; professional (e.g. teachers) or classified (e.g. custodial, clerical) personnel; or adult volunteers which do not result in serious injury.

2. **Homicide, including murder, manslaughter and death by vehicle** - Homicide is the killing of one human being by another. A principal should report to law enforcement any death occurring on school property, without attempting to make a determination as to fault.

3. **Robbery** - The taking or attempting to take anything of value from the care, custody or control of another person or persons, by force, threat of force, or violence, or by putting the victim in fear.

4. **Armed Robbery** - Theft or attempted theft from another by using, or threatening to use, a dangerous weapon.

Development of Policies with District Attorney, Law Enforcement and Juvenile Court Counselor

Principals are encouraged to report any serious crime to law enforcement even though the act is not one of those listed in the law requiring reporting. However if the act is not one of those listed as being required to be reported, and if the act is of a minor nature which could be handled effectively by school-administered discipline, it would be best not to involve law enforcement, since this could trivialize the reporting requirement. School officials should confer with their local district attorney, as well as law enforcement and juvenile court counselors, to develop policies, as needed, for reporting of crimes not required by law or State Board to be reported.

CONSEQUENCES CODES

ISS - In-School Suspension
OSS - Out-of-School Suspension
LTS - Long-Term Suspension
E - Expulsion

PART II

Check the security and educational strategies that actually have been used in your school system during the 1993-94 school year. Check the "effective" column if in your opinion the strategies checked in the "actually used" column were effective.

Please mail completed reports by June 30 to:

Vann Langston, Director
High School Education
NC Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825

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ANNUAL REPORT SCHOOL VIOLENCE
SCHOOL YEAR 1993-94

(G.S. 115C-12 "(21) Duty to Monitor Acts of School Violence. -- The State Board of Education shall monitor and compile an annual report on acts of violence in the public schools. The State Board shall adopt standard definitions for acts of school violence and shall require local boards of education to report them to the State Board in a standard format adopted by the State Board.")

LEA Name _____

Name/Title of Person Completing Survey _____ Telephone _____

Superintendent's Signature _____ Date _____

Part I

Please report the total number of incidents for each of the acts listed below that occurred on school property and provide the requested summative information for each.

Incidents/Acts (occurring on school property)	Total Number	Incident Site: School Level			Offenders		Victims		Consequences				No. Related Arrests
		Elem	Mid	HS	No. of Students	No. of Outsiders	No. of Students	No. of Staff	ISS	OSS	LTS	E	
Assault resulting in serious personal injury													
Sexual assault													
Sexual offense													
Rape													
Kidnapping													
Indecent liberties with a minor													
Assault involving the use of a weapon													
Possession of a firearm in violation of the law													
Possession of a weapon in violation of the law													
Possession of a controlled substance in violation of the law													
TOTAL													

October 1993

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Incidents/Acts (occurring on school property)	Total Number	Incident Site: School Level			Offenders		Victims		Consequences				No. Related Arrests
		Elem	Mid	HS	No. of Students	No. of Outsiders	No. of Students	No. of Staff	ISS	OSS	LTS	E	
Assault (not resulting in serious injury) on school officials, employees and volunteers													
Homicide													
Robbery													
Armed Robbery													
Total													
TOTAL													

Appendix A-4

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APPENDIX B

Definitions for ARSV Incidents and Report Form Employed in the 1997-98 School Year

Revised 2/98

DEFINITIONS

Assault on School Personnel - Not Resulting in Serious Injury. An assault is an intentional physical attack by one person on another. An assault may be the actual intentional striking of another person, or may be an attempt to physically strike another by an intentional show of force or menace of violence sufficient to put a reasonable person in fear of immediate physical injury.

- Victims included in this category are school administrator, professionals (e.g. teachers), classified staff member (e.g. custodial, clerical), and adult volunteers.
- This category is for assaults that do not result in apparent serious injury. If apparent serious injury to school personnel results from the assault, it should be reported under Assault Resulting in Serious Injury. If the attack or attempted attack involved use of a deadly weapon it should be reported as Assault Involving Use of a Weapon.
- Incidents which would not be included in this category are acts such as unintentional pushing and jostling, as in a crowd; school staff member who is accidentally struck while attempting to break up a fight or affray; volunteer who is knocked down by a student rushing through a door.
- Verbal threats to physically attack are ***not*** included unless they are accompanied by an act which is an intentional show of force or menace of violence sufficient to put a reasonable person in fear of immediate physical injury.

Assault Resulting in Serious Injury. An intentional physical attack causing the victim obvious severe or aggravated bodily injury involving broken bones, loss of teeth, possible internal injuries, severe lacerations, loss of consciousness, or the victim requires hospitalization as a result of the attack.

- Fights or affrays resulting in no apparent or less serious injuries would not be reported here, even if the incident resulted in consequences such as ISS for the student.

Assault Involving Use of a Weapon. An assault by one person against another where the attacker either uses a weapon or displays a weapon in a threatening manner. Weapons is defined as any firearm, projectile-expelling device, explosive device, force-impacting device, knife, sharp-edged or sharp-pointed utensil, device or tool, or any article, instrument or substance which is likely to produce death or great bodily harm.

Homicide. Homicide is the killing of a living human being. Acts to be reported under this category include murder, manslaughter, death by vehicle, killing in self-defense, and killing done by an insane person.

- Killing is to be reported if either the death or the act causing it occurred on school property, and regardless of whether the victim is associated with the school.
- Examples of incidents to be reported are accidental death of a child in a school bus accident, victim shot on school property by someone on or off school property intending to kill another, or insane person killing children on playground.

Kidnapping. Confining, restraining or removing another person from one place to another, without the consent of the victim, or the consent of the victim's parents, for the purpose of committing a felony, holding a victim as a hostage for ransom, or for use as a shield.

- A parent taking a child in violation of a court order, although it may be a crime, is *not* kidnapping.

Possession of a Firearm. Possession is defined as storing or carrying, whether openly or concealed, locked or unlocked, operable or inoperable, any firearm on school property. Persons authorized to carry weapons on school property are law enforcement officers, firefighters, and emergency service personnel *when discharging their official duties.*

- The law requires a one-year suspension for any student who brings onto school property, any weapon categorized as a firearm or explosive device. Superintendents or local boards of education may, on a case-by-case basis, make exceptions to the law, but written documentation explaining the exception must be included with the school's Annual Report on School Violence.
- Federal firearm reporting requirements have resulted in the need for schools to identify the type of firearms present on school property. The type of firearm involved in an incident must be identified on the report form as either handgun, rifle, shotgun, or other.

Possession of a Controlled Substance in Violation of the Law. Possession of narcotic drugs on or in the immediate control of the person. Narcotic drugs includes any form or amount of cocaine, marijuana, heroin, LSD, methamphetamine, and all drugs listed in the North Carolina Controlled Substances Act.

- Unauthorized possession of a prescription drug (e.g. Ritalin) is a violation under this regulation.
- The principal should confer with law enforcement officials when in doubt as to whether a drug is a controlled substance.

Possession of a Weapon. Possessing on their person or within their custody or control, storing or carrying, by any unauthorized personnel, whether openly or concealed, a weapon, excluding firearms, defined as follows: any dynamite cartridge, bomb, grenade, mine, or powerful explosive, any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades, or any sharp pointed or edged instrument.

- This category covers possession of all weapons, other than firearms, which the law prohibits on educational property. (N.C.G.S. 14-269.2) Persons authorized to possess such weapons are law enforcement officers, firefighters and emergency service personnel *when discharging their official duties.*

Rape. Rape may be forcible or statutory. Forcible rape is vaginal intercourse by force and against the will of the victim, regardless of age. Statutory rape is vaginal intercourse committed on a child under the age of 16 by a person who is at least 12 years old and at least 4 years older than the victim, regardless of whether the victim consented. Statutory rape is also vaginal

intercourse committed on a person who is mentally handicapped or incapacitated, or physically helpless, regardless of whether the victim consented.

- Some examples of incidents which must be reported under this category are consensual intercourse between a 19-year old and a 15-year old, consensual sexual intercourse involving a mentally retarded victim, or intercourse with an intoxicated or drugged victim who is incapacitated to give consent.
- Consensual vaginal intercourse between a 13, 14 or 15-year old girl and a 16 year old boy is not a crime; statutory rape requires at least four years between birthdays of the parties.

Robbery From the Person. The taking or attempting to take anything of value from another's person, by force, or by an act threatening force or violence, which puts a victim in fear, without the use of a weapon.

- The theft of stealing of someone's property from a source other than the victim's person is not included in this category.
- If the theft involves use of a dangerous weapon the incident is reported under Robbery with a Dangerous Weapon (Armed Robbery.)

Robbery With a Dangerous Weapon (Armed Robbery). Theft or attempted theft of anything of value from the person of another or from the area under the immediate bodily control of the other by using a dangerous weapon or by an act threatening use of a dangerous weapon. Dangerous weapon is defined as any article, instrument or substance which is likely to produce death or great bodily harm.

- Forcible theft or attempted theft from a person without the use of a dangerous weapon should be listed under the category Robbery from the Person.

Sexual Assault. An assault of a sexual nature. An unauthorized and unwanted intentional forcible touching of a sex organ of a person of the opposite sex.

- Sex organs are the breast of females and the genital areas of the male and females.
- Forcibly and intentionally grabbing the clothed or unclothed breast or genitals of a person of the opposite sex, without the consent of the victim, would be reported under this category.
- Sexual assault also includes attempted rape and attempted sexual offense.

Sexual Offense. Sexual offense may be forcible or statutory. Forcible sexual offense is an actual oral-genital contact, or penile-anal penetration, or insertion of any object, including a finger, into the genital or anal opening of another person's body, committed by force and without the consent of the victim. Statutory sexual offense is any of the above acts committed on a child under the age of 16 by a person who is at least 12 years old and at least 4 years older than the victim, regardless of whether the victim consented. Statutory sexual offense is also any of the above acts committed on a person who is mentally handicapped or incapacitated or physically helpless, regardless of whether the victim consented.

Revised 2/98

- The difference between rape and sexual offense is that rape involves vaginal intercourse only and sexual offense involves oral-genital contact, penile-anal penetration, or genital or anal penetration by an object.

Taking Indecent Liberties With a Minor. Committing a sexual act with or in the presence of a child under the age of 16 years, by a person who is a least age 16 and at least 5 years older than the child, for sexual gratification, regardless of whether force was used or the victim consented.

- Examples of acts to be reported under this category are intentional exposure of genitals in front of a child, showing a child pornography, secretly or in the child's presence photographing boys or girls changing clothes or using toilets, if these acts are done for sexual gratification.
- This category also includes any sexual touching of a victim or making a victim touch a sex organ of the perpetrator. Penetration of the sex organ is not required.

Appendix B-4

Revised 2/98

ISSUES RELATED TO COMPLETION OF SCHOOL CRIME AND VIOLENCE REPORT

The law requires that all fourteen listed incidents be immediately reported to local law enforcement officials. Local law enforcement is defined as the municipal police department if the school property on which the crime occurred is located in a town or city limits, or the Sheriff's Department if the crime did not occur in a town or city limits. The reporting requirement applies to acts by students, staff and others, as long as the incident occurs on school property. The report must be made without regard to the age of the offender or the victim. Local law enforcement can assist the principal in determining the appropriate agency to receive the report.

- If the act occurs on a school bus, the act shall be reported to law enforcement of the city or county where the bus was physically located when the act occurred.
- If a reportable incident involves students from another school, the school on whose property the incident occurred, or which sponsored or hosted the event associated with the incident, shall report the incident and shall include the incident on their annual violence report.

The principal shall not attempt to determine if an arrest should be made, or whether sufficient evidence exists to try the offender in court. These decisions are the responsibility of local law enforcement officials. The principal or school board shall institute procedures to insure that teachers and staff immediately report incidents to the principal or his/her designee. New legislation passed in 1997 requires teachers, student teachers, substitute teachers, voluntary teachers, and teacher assistants to report acts of violence to principals. The principal shall make the report to law enforcement and designate a person who shall report to law enforcement in the principal's absence.

Incidents in which a teacher or school administrator attempts to restrain an out-of-control student and is struck by the student may not be an assault. Incidents in which the teacher or school administrator was clearly an unintended victim may not result in the incident being regarded as an Assault on School Personnel. Unintentional contact with/by the student is not regarded as an assault.

Possession of a pocket knife is considered an incident under the category "Possession of A Weapon." Principals, especially at the elementary level, may encounter small pocket knives in the possession of their students, particularly in rural and farming areas. The question has arisen as to whether or not these seemingly minor incidents must be reported to law enforcement. For the present, the answer is unequivocally yes. Law enforcement may consider the incident trivial and determine that no legal action is needed. This does not relieve the principal of the responsibility to report the incident in a timely and appropriate manner. It would be inappropriate for a principal to simply collect and store the knives and turn them over to law enforcement as time permits.

Revised 2/98

School officials are strongly encouraged to develop an open line of communication with their local law enforcement agency. This agency will help schools interpret, as well as being the final authority in puzzling or confusing incidents of crime and violence involving students. Principals are advised to keep the School Resource Officer fully informed of all acts of disruptive behavior, crime and violence occurring on school property and to involve the SROs in the development and implementation of the safe school plan. They should facilitate SROs becoming an integral part of the school community, as well as being part of the overall efforts to plan for and implement a comprehensive approach to safety and order in the school.

Only those incidents that occur on school property or during school-sponsored activities (e.g. field trips, sporting events, extra curricular activities) are to be reported. Incidents occurring during non-school sponsored programs (e.g. evening adult education) or during programs not under the direct responsibility of the school principal and staff must be reported if the crime involves students as offenders or victims, and/or the crime results in damage to the security of the school (e.g. broken fences or entries) that potentially jeopardizes the safety and security of occupants of the school during normal operating hours.

Completing all sections of the report form. Principals must provide all of the information requested on the Annual Report on School Crime and Violence, including strategies used to maintain school safety. If no reportable incidents occurred on school property or at school sponsored events during the 1997-98 school year, a zero (0) should be placed in the Total Incidents column.

School Report

1997-98 REPORT ON SCHOOL CRIME AND VIOLENCE

Name of School _____ School Code _____ Grades In School _____

LEA Name _____ LEA Code _____

Name of Person (s) Completing Report _____ Phone No. (___) _____

Name of Person Responsible for Verification of Data _____ Phone No. (___) _____

Principal's Signature _____ Date _____

INCIDENTS REPORT: All incidents included on this form must have been reported to law enforcement	Total No. of Incidents	**Offenders**				**Victims**			**Consequences**							
		No. of student offenders in regular education	No. of student offenders classified as exceptional children	No. of staff offenders	No. of other offenders	No. of student victims	No. of staff victims	No. of other victims	In-school suspension	Alternative placement/ program	Out-of-school suspension 10 days or less	Out-of-school suspension more than 10 days but less than 1 year	Suspension 300-365 days	Expulsion	Other	No. of offenders reported to law enforcement
Assault on School Personnel (Not Resulting in Serious Injury)																
Assault Resulting in Serious Injury																
Assault Involving Use of a Weapon																
Homicide																
Kidnapping																
Possession of Firearm HG=Handgun R=Rifle SG=Shotgun O=Other Include number of each type firearm	HG ____ R ____ SG ____ O ____															
Possession of Controlled Substance in Violation of Law																
Possession of a Weapon																
Rape																
Robbery																
Robbery with a Dangerous Weapon																
Sexual Assault																
Sexual Offense																
Taking Indecent Liberties with a Minor																
TOTALS:																

Appendix B-7

STRATEGIES USED TO MAINTAIN SCHOOL SAFETY

Principals should refer to their Safe School Plan for the 1997-98 school year to identify those strategies the school is or has been using to maintain school safety and order.

Strategies Implemented Prior to the 1997-98 School Year:

Strategies Newly Implemented During the 1997-98 School Year:

Appendix B-8

(Continue on back of form)

APPENDIX C

Survey Instrument

Safe, Orderly and Drug-Free Schools

Study of the Reporting Process for the Annual Report on School Violence

N.C. public schools have submitted an Annual Report on school crime and violence to the State Board since 1994. Safe and orderly schools continue to be a critical element of school reform. This survey is part of an effort to assess the effectiveness of the current Annual Report, and how it might be improved. Please take a few minutes to complete the survey and FAX or mail it to the contact listed at the end of the survey. A select sample of administrators from across the state is being asked to respond. Your participation is encouraged, but is strictly optional. Thank you!

1. The 14 reportable incidents included in the Annual Report are thought to represent a valid picture of the state of safety and order in our public schools. Please rate each of the following 9 most frequently occurring incidents on school property as to **how important** each is to the reports of or perceived safety of your school(s). Circle one number for each incident.

	Very important	Important	Uncertain	Unimportant	Very unimportant
Assault on School Staff	5	4	3	2	1
Assault Resulting in Serious Injury	5	4	3	2	1
Assault with a Weapon	5	4	3	2	1
Possession of a Firearm	5	4	3	2	1
Possession of Controlled Substances	5	4	3	2	1
Possession of a Weapon	5	4	3	2	1
Robbery	5	4	3	2	1
Sexual Assault	5	4	3	2	1
Sexual Offense	5	4	3	2	1

For any incidents rated 1 or 2, why do you believe it/them to be unimportant to the safety and orderliness of schools? What other acts of crime and violence would you add to the list? Any other comments?

2. The usefulness of the Annual Report is dependent on how well the measured incidents are understood, and how consistently the incidents are reported across administrators and time.
   a. From the list above, write the names of up to 3 **incidents that are most misunderstood**.
   1)_____ 2)_____ 3)_____

Why are these incidents misunderstood? What could help your understanding of these incidents? (Continue on a third page, if necessary) Any other comments?

b. For the incidents that you regarded as generally understood (i.e. that are not listed above), write the names of up to 3 incidents, if any, that are most often **inconsistently detected and reported** over time or across different administrators?

1_____ 2)_____ 3)_____

Why are these incidents so inconsistently reported? What would make for more consistent reporting of them? (Continue on a third page, if necessary) Any other comments?

3. Administrators are asked to report **school-based consequences** associated with each incident, including ISS, short- and long-term Out-of-School Suspensions, Expulsion and Alternative Placements. Consequences for some reportable incidents are specified by law.

How well does the current system capture the consequences that apply to reportable incidents? Are there incidents for which it is difficult to document or track school-based consequences? What improvements could be made in the Annual Report to better track consequences that apply to reportable incidents?

Thank you for participating in this survey.